National Congress Bulletin

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Dear P.T.A. President:

FIRST, let me thank you who have sent copies of your programs and yearbooks to the National Congress office. I know our national chairman of Programs and Founders Day will be as delighted as I was to enjoy their diversity and appreciate your ingenuity in adapting the Objects to your local needs.

» I wish you could have been with me this past month. Strenuous as it was, it was also heartening and stimulating. The first meeting of our pilot project on home and family life education, conducted jointly with the American Social Hygiene Association, has been held, and I predict that Arizona, Nevada, New Mexico, and Utah will be almost supercharged with energy in this field. You may want to try out in your own community some of the ideas expressed at the meeting. For example: (1) Discover what your elementary and high schools are now doing (does family life education permeate the curriculum, or are specific classes devoted to it?). (2) Build up your parent education groups by using the "National Parent-Teacher" study courses under trained lay leaders. (3) Draw into cooperative relationship all community agencies contributing to family welfare and stability.

» I spent a revealing three days at the Air Force Academy in Colorado Springs, meeting with the Citizens' Advisory Committee to the President's Council on Youth Fitness. It was gratifying to hear the group approve of the philosophy I was privileged to present. It was good also to hear and meet Secretary of the Interior Frederick A. Seaton, who is chairman of the Council and reports its progress directly to President Eisenhower.

» Mrs. Parker drops in on the meeting of the National Congress' special committee on "The National Interest and Foreign Languages." Pictured here are (from left) Mrs. C. Wheeler Detjen, chairman, High School Service; Mrs. Aaron E. Margulis, vice-president from Region VIII; Ellvert Himes, president, Utah Congress; Mrs. Parker; Mrs. Clifford N. Jenkins, first vice-president; Mrs. Durand Taylor, chairman, International Relations; and E. D. Trice, president, Arkansas Congress.

» I also attended a meeting of the U.S. National Commission for UNESCO, which, as you all know, is composed of a hundred members appointed by the Secretary of State. The deliberations, which centered on cultural relations between Latin America and the United States, further convinced me that what happens in Latin America is as closely related to our desire for world peace as what happens in Russia or China.

» Then came the meeting of your National Board of Managers, which represents you through your state president and the officers elected by your representatives at the national convention.

» It is always interesting to watch our Board, a group of nearly one hundred men and women, with professional or volunteer experience or both, bringing their judgment and background information to bear on the whole broad field of child welfare. At this meeting they approved pilot projects that enable us to study methods of improving child health; agreed that contacts should be made with state agencies which can give youth more opportunities in school to learn about the undesirable effects of alcohol; made plans for citizen studies on foreign languages, so that the public will understand not only the need to expand our foreign language learning but the undesirability of "crash" programs. There were many carefully weighed decisions related to the administration of the National Congress that, relayed through state branches, may be helpful to you in your own P.T.A.

» I shall be eagerly watching for your membership enrollment returns. We want all parents and all teachers to be P.T.A. members—but not just because we hope to proclaim once again that we are the largest voluntary organization in the United States (although we are proud to proclaim it). We want this full membership because we have proof in our homes, our schools, our communities, that the P.T.A. has the power to create better surroundings for all boys and girls.

» I salute you, fellow P.T.A. member. Working together, we cannot fail to make this another good year.

Sincerely yours,

Mrs. James C. Parker

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

Legislation Recommendations

For State Congresses • 1959–1960

THE following *suggested areas* for study and action involve *state and local legislation* rather than federal laws. Passage of sound state laws and local ordinances is but the first step, however. Interest should be sustained in order to ensure high standards of administration and enforcement.

Correlative Efforts for Child Welfare Legislation

• The Board of Managers recommends that state congresses work for the establishment of a state commission or council composed of representatives of state agencies and organizations concerned with the welfare of children and youth. Such a commission or council can be most effective in coordinating efforts to secure legislation needed to improve services for children and youth.

National Defense Education Act of 1958

• The National Defense Education Act of 1958 was passed by the Eighty-fifth Congress, and signed by the President. It is now Public Law 864.

The Act is a complicated one and to become effective will require study and action by state legislatures. State congresses have a particular challenge to create public understanding of the services offered by this law and to stimulate action necessary to implement its provisions without curtailing or jeopardizing present school programs.

Adoption and Guardianship of Minors

• Adoption is an important part of modern social process. More than half our states have emphasized this with new or amended adoption laws. Continuing concern with this problem is expressed by the Board of Managers of the National Congress through the recommendation that the legislation committee of each state congress continue careful review of the current and proposed state legislation for adoption and guardianship or minors.

Objectives of adoption laws should be to protect:

The child from unnecessary separation from parents, from adoption by unfit persons, and from interference in the adoptive home.

The natural parent from hurried decisions to yield a child.

The adoptive parents from hereditary defects of a child and from disturbance by the natural parents.

Inheritance rights of all adopted children.

Among the principles of adoption that help to achieve the above objectives are included:

Preservation of the child's identity without stigma.

Examination of adoption placements by a qualified social agency on behalf of the court.

Safeguarding the new parental rights by termination of the rights of the natural parents.

Adoption proceedings held in the home state of petitioners for adoption, in their local community, and in a court with jurisdiction over children's cases.

Court hearings and records held confidential.

Consent to adoption obtained from the natural parents or person or agency legally responsible.

Provision for trial period of adoptive residence, including visits by authorized agency representative.

The Board recommends further that the significant gains made in the legal bases and practices for adoption and guardianship of minors during the past decade be the basis for continued emphasis in this area.

Child Labor

• Federal control of child labor, which is administered through the federal Fair Labor Standards Act, applies only to industries engaging in interstate commerce or producing goods for shipment in interstate commerce. Other than this, each state makes and enforces its own child labor laws.

The federal Fair Labor Standards Act, as amended, gives the federal government authority to prohibit the employment of children under sixteen in any state while school is in session. The children of migrant workers present the greatest problem in this field. Eleven occupations have been declared hazardous for children under eighteen and are closed to them. There is no protection under this law for newsboys.

State congresses are urged not only to bring their state laws up to the standards of the federal Fair Labor Standards Act but also to be alert to defeat attempts to weaken existing state child labor statutes.

Child Welfare Among Agricultural Migrant Families

• Seasonal agricultural labor is important to the economy of many states, and the crops harvested by this labor force are vital to the health and welfare of the American people. It has been estimated that annually as many as one million children suffer the disadvantage of following the crops. Because their families move from state to state, these children fail to receive the education, health, safety, and welfare services available to resident children. They are generally not well accepted in the communities through which they pass, with the result that their education is sketchy, they are missed in immunization campaigns, their remediable defects are not cared for, they often suffer from severe malnutrition, and many are illegally employed. Even the limited services available to nonresidents often fail to reach them.

This complex problem requires study and teamwork for solution. The services of state departments of education, public health, and public welfare, and of state labor commissioners are involved as well as those of local communities and private agencies. Some cooperative arrangements with other states may be desirable.

It is suggested that state congresses study the situation of

migrant children within their states, and that each congress work in cooperation with its state governor and appropriate agencies in developing programs to meet the needs of these children.

Educational Needs Beyond the High School

● State congresses are encouraged to study the need for extending educational opportunities within their respective states, to include junior colleges and community colleges, and to support legislation to meet the need.

Juvenile Protection

● In seeking to improve protective services for children and youth, there are several areas in which every state should be concerned.

Juvenile Detention. The Board of Managers urges each state congress to study conditions under which juveniles are detained in court custody and then determine whether state or local legislation is needed to improve these conditions or more adequately protect the interests of the children and youth who are affected by the conditions.

In studying these conditions, the following questions would be significant:

When is detention necessary? Is the practice abused? Do your grand juries, probation commission, or other groups having official status make periodic investigations and reports?

What is the definition of a "child" so far as arrest and detention are concerned, and is the definition uniform throughout the state? What is the philosophy underlying detention of juveniles in your state? Is it designed to be custodial, punitive, or rehabilitative? How long are juveniles held in custody before court hearings?

Are children who are neglected or dependent because of home situations separated from those held for delinquencies? Is the same true of transient children and those held as material witnesses? Are juvenile offenders segregated from adult inmates? Do you encourage local units to visit jails and juvenile halls (or detention centers) to evaluate facilities and program? Are standards set by local or state authorities for the facilities in which these juveniles are held and for the personnel who administer them?

Is there a state agency especially concerned with youthful offenders?

The answers to these questions should indicate whether better laws, better administration, or greater public understanding of the problem is needed in your state.

Protection from Undesirable Environmental Factors. Appropriate legislation may be needed to protect juveniles from undesirable environmental factors such as pornographic literature and materials, or the sale of switchblade or gravity knives.

Protection from Sex Offenders. The need for improvement and enforcement of laws for the protection of children and youth against molestation by sex offenders, with proper investigation and treatment of the offender, should be considered a challenge to the state congresses.

Narcotics Control. State congresses may find a great need to encourage state and local action to secure adequate state laws and county and local ordinances for the control of the drug traffic and the enforcement of such legal controls as now exist.

Library Services

● The Library Services Act became Public Law on June 19, 1956. State congresses should know whether their departments of education are planning to use federal money provided by this act and whether plans have been submitted for matching funds. Furthermore, a state congress may help create public opinion within a state to secure the needed matching funds.

Safety

Community Safety. Community surveys should be undertaken to the end that appropriate legislation may be enacted to safeguard children from hazards such as plastic bags, unused wells, abandoned buildings, iceboxes and other airtight chests, unprotected quarries and pits, and irrigation ditches in residential areas.

Fire Prevention. Because of the great losses in human lives and property each year through fires, the Board of Managers recommends that state congresses give full cooperation to governors, mayors, school superintendents, and all officials in the fields of education, engineering, and enforcement in efforts toward fire prevention, such as the following:

Strengthening and enforcing fire prevention laws.

Strengthening and enforcing fire prevention provisions of building codes.

Control of the Sale or Use of Fireworks. Federal legislation which prohibits transportation of fireworks into any state in which sale or use of fireworks is prohibited by state law, does not affect state laws regulating the manufacture, sale, use, or possession of fireworks. It is intended, rather, to strengthen state statutes where they already exist.

Traffic Safety. Because of the ever increasing number of highway traffic accidents, the Board of Managers recommends that each state congress work for:

Enactment of state driver-licensing laws conforming to national standards, to the end that every driver of an automotive vehicle may be physically, mentally, and emotionally fit to drive and fully aware of his responsibility to the public as the operator of a motor car.

Enactment of modern, comprehensive, and uniform traffic laws and ordinances based on the Uniform Vehicle Code and the Model Traffic Ordinance.

Requirement that all owners of motor vehicles carry such public liability and property damage insurance—or prove personal responsibility—as will give proof of their ability to pay for personal injury or property damage caused by motor vehicles owned or operated by them.

Provision of budget and personnel organization adequate to enforce laws governing traffic safety.

Enactment of legislation for driver education, an ever increasing need.

School Lunch

● State funds to match federal funds for the school lunch program should be appropriated by state legislatures. State congresses should exercise their influence in securing these funds.

FOUNDERS DAY 1960

For the Record: P.T.A. Achievements 1958–59

THE RECORD OF P.T.A. achievements for the year 1958–59 is printed indelibly on the lives of children. In the healthy physical, mental, moral, and social growth of millions of boys and girls the full record can be read. What is presented here is only a sampling of accomplishments, gleaned from reports prepared by national officers, national chairmen, and state congress presidents for publication in the 1959 *Proceedings* of the National Congress of Parents and Teachers.

In this limited space an epic must be compressed into a short story. A miniature sketch must serve where a great mural would be more fitting. Nevertheless, the picture that emerges is that of an alert, informed, vigorous organization—an organization concerned about what happens to children, an organization working with devotion and dedication to assure that only the best happens.

More and Better Education for Every Child

● THROUGHOUT THE NATION P.T.A.'s cooperated with their school officials in making conscientious appraisals of the quality and needs of their schools. In the National Congress publication *Looking In on Your School* they had a well-designed tool for school-improvement studies, and they used it with excellent results. Curriculum; practices in the classification, grouping, and promotion of pupils; education of the gifted; guidance and counseling services; and instruction in foreign languages, especially in elementary schools, received widespread study. The result: improvements in school programs, services, and organization in many communities.

To muster financial aid for education, P.T.A's campaigned vigorously for increased state funds and for local bond issues for new buildings. They formed telephone teams and rang doorbells to get out the vote. During American Education Week they used a variety of imaginative devices and programs to promote public interest and support for schools.

Many state congresses maintained in-the-capital committees to spur favorable action on education bills before state legislatures. Successful measures included bills for school district reorganization, teachers colleges, improved formulas for distributing tax funds, school lunch programs, student transportation, and textbook allowances.

Most state congresses formed close partnerships with state teachers', school administrators', and educational associations to speed the solution of educational problems. The *Louisiana* Congress sponsored a "summit conference," and *Nebraska* and *Wyoming* joined forces with other organizations to inform the public on school needs. In *South Carolina* community meetings were held in almost every schoolhouse in the state. *Montana* cooperated in organizing and training teams to carry information on legislative issues to citizens in every county. In *Michigan* hundreds of local units participated in the congress' "Studying Michigan Schools" project, and an "opinionnaire," focusing attention on basic issues in education, was returned by nearly 250,000 members.

Thousands of school libraries, particularly in elementary schools, were established or improved through P.T.A. efforts. In accordance with National Congress policy, P.T.A.'s are working to make school libraries everywhere a tax-supported public responsibility, but meanwhile they contributed thousands of dollars for books and library equipment for schools that otherwise would not have them. They also provided volunteers to staff the libraries. In a number of states (among them *Michigan*, *California*, and *New Jersey*) volunteers were trained for their library tasks in workshops conducted by professional librarians.

To illuminate important educational issues, *National Parent-Teacher: The P.T.A. Magazine* published articles by

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● "Parlez-vous francais?" "Oui," these children answer, for they're learning French in an after-school class a Montgomery County, Maryland, P.T.A. has sponsored for the past five years.

● The school cafeteria is also the library for fourth, fifth, and sixth graders in the Francis X. McGraw School in Camden, New Jersey. P.T.A. funds helped to stock the shelves, and P.T.A. members classify books and give their services one day a week.

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• More teachers for Ohio were assured through the Ohio Congress Memorial Scholarship Fund, which is enthusiastically supported by Ohio units and councils. These twenty students have just been presented with scholarships by the Columbus Council, top contributor to the fund for the past two years.

outstanding educators. It also kept its readers informed on new developments and trends through its lively monthly feature "What's Happening in Education."

Getting and Keeping Good Teachers

• MOST STATES could report an improvement in the teacher situation—due in no small measure to P.T.A.'s hard, sustained efforts to make teaching an ever more attractive profession. Through Teacher Appreciation (or Recognition) Days and various other means, P.T.A.'s helped to increase public awareness of the teacher's significant role in the life of the nation. They worked with widespread success to improve teachers' salaries and working conditions and to raise standards of teacher preparation and certification. They paid teachers' fees at special meetings. They sponsored Future Teachers of America clubs to encourage capable young people to enter the teaching profession. And hundreds—perhaps thousands—of young men and women were enabled to prepare for teaching careers through scholarships and loan funds provided by state congresses, councils, and local units. Joy and pride are evoked by such reports as "thirty-two $1,200 scholarships granted this year" *(New York)*; "the scholarship fund is $1,051.89 over last year" *(Kansas)*; "total loans granted this year, $16,000" *(California)*; and "scholarship budget for next year, $63,000" *(Illinois)*.

Future Partners in the P.T.A.

• THROUGH AN EVER EXPANDING PROGRAM of cooperation with colleges and universities, state congresses helped future teachers to prepare for one of their major responsibilities —that of working effectively with parents. On college campuses representatives of state congresses conducted one-day institutes, credit courses, and summer workshops on the parent-teacher organization and its work. Through their efforts, information on the P.T.A. was incorporated in more education courses. State congresses also provided college students and college libraries with subscriptions to the *National Parent-Teacher* magazine and with packets of state and National Congress publications. Evidence of educators' increasing concern for parent-teacher cooperation comes from *Idaho*, where some twenty schools invited parent-teacher leaders to assist in their orientation programs for new teachers.

Strengthening the Home

• THE ADMINISTRATION THEME, "Strengthening the Home, Source of Our Nation's Greatness," brought a renewed awareness that the character and well-being both of the individual and the nation depend on good homes. P.T.A. activities to strengthen the home reached out into almost every area of human endeavor, for the home cannot be strengthened without improving the community and all the institutions that support and supplement the home's efforts to develop excellent human beings. Projects concerned with school education, school and home libraries, recreation, the cultural arts, health, mental health, safety, and moral and spiritual education were all part of a broad action program to strengthen the home. But the main thruway to the desired goal was parent and family life education.

Hundreds of thousands of parents turned to the *National Parent-Teacher* magazine for insights into the nature and needs of children and for wise counsel on guiding children's development. The magazine was a rich source of help for groups as well as for individuals. From its pages came content for P.T.A. programs, study-discussion groups, district and state conferences, and radio and TV broadcasts. Panel discussions of several magazine articles, for example, enriched the annual convention of the *Idaho* Congress. The publication of *Guiding Children as They Grow*, a handy, inexpensive paperback collection of articles from the *National Parent-Teacher*, filled a long-felt need for a source book of reliable parent education materials.

Study-discussion groups showed an exciting growth. In *California* alone more than 80,000 parents were enrolled. In *Iowa* more than four hundred units held monthly meetings, and five radio stations broadcast programs based on articles in the *National Parent-Teacher*. Throughout the nation about one in every ten P.T.A.'s sponsored a special project for parents of preschool children. The preschool study-discussion course in the magazine was an important part of most of these projects.

To train lay leaders for study-discussion groups every state held workshops, conferences, or institutes at the state, district, or council level. *Florida*, for example, reported nine workshops at district conferences. *New York* cooperated with the state bureau of child development and parent education in providing consultative services to lay leaders.

Illustrative of a widespread desire to give young people

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• The efforts of these women—all members of the Forest, Mississippi, P.T.A.—helped to spell success for Forest's "National Parent-Teacher" Magazine Day in 1958. Aided by a mayoral proclamation and plenty of publicity, their house-to-house canvass placed "National Parent-Teacher" in 109 homes in the community.

• Good neighbors in the Oklahoma City Council distributed more than ten thousand garments to help keep children in school during one semester last year. Used clothing of good quality is contributed by local units, and schools share in the project through Christmas gifts of socks, mittens, and undergarments.

FOUNDERS DAY 1960 . . . *Continued*

more adequate preparation for parenthood is a resolution adopted by the *Michigan* Congress: "to encourage . . . members to initiate and support home and family life courses on the elementary, junior high, and senior high school levels."

The year's outstanding event in parent and family life education was the launching of a joint pilot project by the National Congress and the American Social Hygiene Association—a project to provide effective family life education for youth. Mrs. James C. Parker, National Congress president, characterized this project as "of the utmost importance . . . to revitalize interest in, and knowledge about, the family and its members." The initial phase of the long-range program will be undertaken in *Arizona, Nevada, New Mexico,* and *Utah.* Plans call for community and state-wide activities.

Legislation Good for Children

• PARENT-TEACHER EFFORTS to secure legislation good for children were vigorous and widespread. In the nation's capital, the Washington legislation committee kept vigilant watch over action items on the National Congress legislation program. Brisk, clear "memograms" from the national chairman kept state congress chairmen informed of the status of the program in Congress and alerted them to call for action by P.T.A. members when it was needed. When the call came the response was prompt: Letters and telegrams flooded the Capitol.

State chairman communicated information on state and national legislation programs to local chairmen. Articles were published in state bulletins. *Arkansas, North Carolina, Virginia,* and *Wisconsin* were among the congresses that conducted legislation workshops and conferences, as did many districts and councils. *Washington, Ohio,* and other congresses prepared legislation handbooks for local units, and more local units than ever before devoted at least one meeting to legislation.

West Virginia's "P.T.A. Day" at the state legislature brought members from all over the state to urge their representatives to pass needed legislation. In *Colorado* some five hundred P.T.A. members observed sessions of the legislature, and *Florida* conducted a conference in the state capital to inform local leaders about needed legislation and to acquaint them with legislators.

The legislative measures supported by P.T.A. members reached into every area of child welfare. Throughout the country P.T.A.'s worked for increased state aid to education, school bond issues, more adequate school budgets, and higher pay for teachers. School district reorganization was on the agenda in *Indiana* and *Maine;* funds for kindergartens and adult education in *Washington;* development of junior colleges in *Massachusetts;* a tax distribution formula in *Missouri;* expansion of state-supported colleges in *New Jersey;* a teachers' retirement program in *South Dakota;* and reorganization of the state department of education in *New Mexico.*

P.T.A. members sought improved child labor and juvenile protection laws, as well as funds to control and prevent delinquency. *Rhode Island* and *Washington* worked for obscenity laws, *New York* for improved adoption laws, and *Minnesota* for a ban on switchblade knives. Among safety measures that had P.T.A. support were bills to raise the driver age in *South Carolina* and to control the sale of fireworks in *Louisiana* and *Oklahoma.*

To promote children's health, P.T.A.'s in *New Jersey* and *Vermont* worked for new county health units and funds for mental health services. To enrich the lives of children *Maryland* asked increased funds for libraries and *Minnesota* campaigned for more educational TV stations. The scope of P.T.A. legislative efforts was indeed broad and impressive.

Good Neighbors and Good Citizens

• P.T.A.'s LENT a good neighbor's helping hand to families in the local community and in the world community. They welcomed new families to the neighborhood and invited them to join the P.T.A. and study-discussion groups. New teachers were greeted with offers of friendly service. In areas where many of the new neighbors spoke no English, interpreters were recruited and special programs were presented in the appropriate foreign language. With characteristic generosity P.T.A. members more than doubled their

support of CARE during the year, and use of UNICEF's "Hi Neighbor!" books and records reached an all-time high.

In cooperation with other community groups, P.T.A.'s worked to improve the lot of migrant families and to provide citizenship education for aliens. The *Hawaii* Congress put special emphasis on the responsibilities of citizenship and on citizens' participation in public school affairs. Community programs to "Keep America Beautiful," to promote study of public affairs, to encourage voting and attendance at school board and city council meetings—these were among the many activities of civic-minded P.T.A.'s.

P.T.A.'s showed their concern for peace, international understanding, and human dignity by thoughtful observances of U.N. Week, Human Rights Day, Brotherhood Week, and Pan American Day. Visitors from abroad were guest speakers at state and national conventions and at local unit, council, and district meetings. Through the generosity of P.T.A's, more than five hundred gift subscriptions to the *National Parent-Teacher* were sent overseas to give people of other countries and cultures a true picture of American life and aspirations. At state conventions the spotlight was turned on America's international responsibilities—through speeches, panel discussions, workshops, and exhibits.

The *North Carolina* Congress helped to plan the annual World Affairs Conference held at the University of North Carolina—a conference that won a commendation for excellence from the U.S. Department of State. The *European Congress of American Parents and Teachers*, in addition to its many other activities to promote international friendship and understanding, participated in a German-sponsored international conference on education.

To Keep Children Strong, Sound, and Safe

• STEADY PROGRESS was made on the huge task of putting into operation the program of continuous health supervision inaugurated in 1956. *Georgia*, for example, produced a comprehensive state plan; *Illinois* and *Iowa* worked on plans; *Florida* and *Kentucky* published booklets; and *Colorado* and *Ohio* developed forms for continuous health records. State bulletins published articles on the program, and workshops, conferences, and discussions were held at state conventions. In *New Hampshire* each district used some phase of "A Continuing Health Program" as a theme at its fall meeting. In all states excellent working relationships were established with professional organizations and public agencies.

Other health activities were concerned with water fluoridation, polio and other immunizations, accident prevention (including the handling of poisons and plastic bags), rural problems, nutrition, and alcohol and narcotics education. P.T.A.'s also devoted time and energy to special health studies, surveys of health needs, well-baby clinics, vision and hearing screening, tuberculin testing, the school lunch program, dental health, and medical care for indigent children. In short, P.T.A. activities were as wide ranging as the health needs of children and families.

To the promotion of mental health P.T.A.'s made rich and varied contributions. In addition to presenting informational programs, local units transported pupils to clinics, helped recovered patients return to the community, helped to organize guidance clinics, equipped school and public libraries with mental health materials, studied school guidance and counseling programs, and surveyed local mental health facilities.

At least ten congresses backed mental health legislation, including new programs to provide treatment for emotionally disturbed children, expansion of community clinics, and training programs to provide more psychologists and social workers for schools. The *South Carolina* Congress received the 1958 distinguished service award of the state mental health association.

Safety projects were soundly based on careful analyses of safety needs in local communities and the states. School fire safety, teen-age driving, parents' "parking and pickup" patterns at schools, motor scooters, driver education, and licensing of school bus drivers were among the problems on which P.T.A.'s took action. With a high degree of success, local units supported legislation endorsed by their state congresses. Numerous workshops and clinics in the states provided guidance and information on safety work, and a regional conference in Chicago in December 1958, sponsored by the National Congress, inspired new efforts to help children live safely at home, at school, on the playground and highways, and in the community.

Continued on next page.

• In Casper, Wyoming, P.T.A. mothers are carefully trained to help make daily throat checks of the children who show symptoms of respiratory ailments. They're cooperating with the Wyoming Heart Association in a state program to control rheumatic fever.

© *Cal Hood*

• During the bicycle safety check, sponsored by the Riverside School P.T.A. in Connecticut, two young cyclers get some safety pointers from school and P.T.A. safety leaders. The school and the P.T.A. also cooperate with police officers in problems that involve one-way streets, stop signs, bad crossings, and so on.

FOUNDERS DAY 1960 . . . *Continued*

Special Services for Special Needs

• P.T.A.'s STUDIED the nature and needs of exceptional children—the gifted, the physically handicapped, the mentally retarded, and the emotionally disturbed. Through talks, workshops, radio and TV programs, and exhibits, they sought to create public awareness of individual differences and of the needs of exceptional children. Through legislation and other action, they tried to improve educational and other services for these children. They also supported better services and facilities for other children in need of special help—the children of migrant workers, delinquents, children likely to drop out of school or to become delinquents.

The range of activities is boundless. *Florida*, for example, held county-wide study groups on the academically talented. Scholarships to prepare for teaching exceptional children were provided by *Arkansas*, *California*, *Michigan*, and *North Dakota*. *Nebraska* units prepared directories of local services for exceptional children. The *District of Columbia* was successful in securing special classes for the gifted, more speech therapists, and more special teachers for the retarded. *Alaska* and *Delaware* backed appropriations for special education, and *Oregon* urged funds for housing and educating migrant children.

The National Congress publication *What P.T.A. Members Should Know About Juvenile Delinquency* was widely distributed and used in study-discussion groups, juvenile protection workshops, and leadership institutes. To prevent and control delinquency, P.T.A.'s emphasized parent education, school guidance and counseling services, recreation, improved juvenile court and probation services, diagnostic centers for disturbed and delinquent children, part-time job opportunities for high school youth, and alcohol and narcotics education.

Two Sides of a Coin

• THROUGHOUT THE YEAR P.T.A.'s waged war on unwholesome influences on children and vigorously supported the expansion of wholesome influences. The national convention in May unanimously adopted a report of a special committee outlining a nation-wide action program to conquer the new black plague of pornography. The *National Parent-Teacher* magazine at the same time denounced the prevalence of violence, sadism, sex, and vulgarity on television and announced a new monthly feature, "Evaluations of TV Programs," designed to help families improve the quality of their TV fare.

Recognizing the need for increased recreational and cultural opportunities for children and families, P.T.A.'s worked to develop home, school, and community programs, supported legislation for funds, and cooperated with public agencies to determine furture needs and secure sites for future development.

They promoted cultural activities, such as plays, choral groups, concerts, art exhibits, classes in ceramics and sculpture, and adult education programs. And the National Board of Managers, aware of the importance of the cultural arts as a means of self-development and self-fulfillment in an age of increasing leisure, created a standing committee on the cultural arts to supply additional guidance and information for P.T.A. activities in this area.

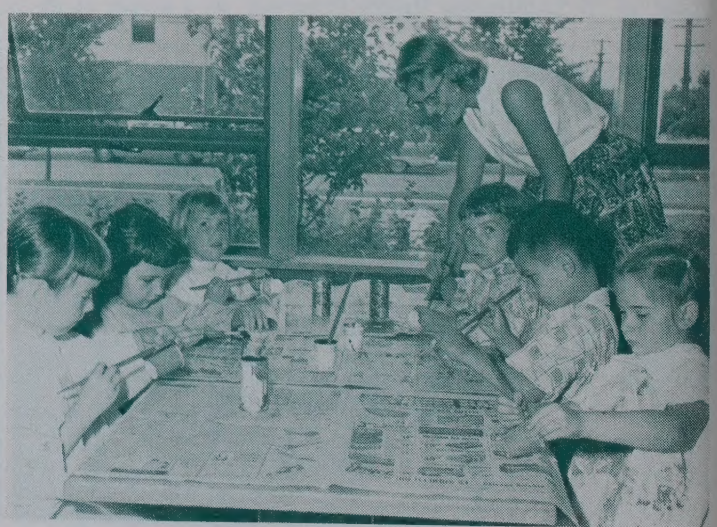
In addition to promoting school and public library services, P.T.A.'s encouraged the building of home libraries, family reading aloud, storytelling, and summer reading for children. They staged highly successful book fairs, prepared exhibits, distributed book lists, and participated in the observance of Children's Book Week and National Library Week. *Kansas* presented a weekly TV program on children's books and reading. Other states held conferences and workshops with lively themes such as "Rockets for Reading" *(Louisiana)*, "Reading Is a Family Affair" *(Michigan)*, and "Richer Through Reading" *(Iowa)*.

Working with Youth

• WITH COMMUNITIES EVERYWHERE taking a closer look at their high schools, 1958–59 might well be called "High School Year." Communities relied heavily on high school P.T.A.'s for help in understanding and evaluating their schools, and P.T.A.'s carried out their responsibilities with conscientious care.

Parents and teachers invited youth to join with them in

• Friends of Scotia-Glenville Youth (sponsored by the Scotia-Glenville Council in Schenectady County, New York) includes representatives of approximately thirty-five area groups. The organization is an outgrowth of a state-wide study of methods for the prevention of juvenile delinquency.



• Happily engrossed in a cup-painting crafts project, these youngsters are in a class sponsored by the Homewood, Illinois, P.T.A. With help from the school's administrators and teachers, the P.T.A. has for several years offered a summer recreation program for primary and intermediate school-age children.

• The parent-teacher world is a busy one, and the West has wide-open spaces. Hence these Arizona Congress leaders traveled by helicopter to cut down the distance between Phoenix and Coolidge, where they helped to organize a new high school P.T.A.

• Leaders of two national organizations, both concerned with children and their education—the National Education Association and the National Congress of Parents and Teachers—meet to plan programs for increasing awareness of public school needs.

high school P.T.S.A.'s (parent-teacher-student associations). Together youth and their parents and teachers studied and discussed teen-age problems, moral and spiritual values, and educational and job opportunities. They drew up community codes of conduct, organized youth councils, and set up youth clubs, teen centers, and safety conferences. Young people proved themselves delightful, imaginative, and responsible partners in parent-teacher work.

The 1960 White House Conference on Children and Youth

• P.T.A. MEMBERS worked on preparations for the "Golden Anniversary" White House Conference on Children and Youth, to be held in Washington, D. C., from March 27 to April 2, 1960. In most states the congress president is serving as a member of the governor's planning committee. Mrs. Rollin Brown, immediate past president of the National Congress, is chairman of the President's National Committee for the Conference, and Mrs. James C. Parker, national president, and Mrs. Berne S. Jacobsen, president of the *Washington* Congress, are members of the committee.

Tools, Facilities, and Training for Parent-Teacher Work

• THROUGH PUBLICATIONS, conventions, advisory and extension services, conferences, and leadership training, the National Congress and the state congresses provided guidance and information to develop leadership and build strong P.T.A.'s engaged in purposeful activities.

In every area, from audio-visual services through the alphabet of parent-teacher work, leadership training was available. *Texas*, for example, published a course on leadership procedures; *Mississippi* devoted a part of its convention to "New Horizons for Local Leaders" and carried out its plan to "spend a day with each local unit president"; *Tennessee* sent a "congress caravan" to conduct workshops throughout the state; *Alabama* held a workshop on the *Parent-Teacher Manual;* and *Massachusetts* gave each new P.T.A. president a subscription to the *National Parent-Teacher*. In every state there were clinics, schools of instruction, workshops, and conferences.

To expand their services, congresses moved into new offices *(Alabama, Arizona, Georgia,* and *North Dakota)*, revised their bylaws *(Arizona, District of Columbia, Kentucky, Maryland, New Hampshire,* and *Pennsylvania,* for example), and made studies of their organization and procedures *(Connecticut, Mississippi,* and *Oregon)*.

The Founders Day gift, which is shared equally by the National Congress and the state congresses, totaled $170,925.88. It was used, as always, for extension services to strengthen parent-teacher work and to build new, strong associations.

"The Past Is Prologue"

• THIS IS THE RECORD—compressed and abbreviated—for 1958–59. It is the record of millions of energetic members of the National Congress of Parents and Teachers—all volunteers—working for the welfare of children through 45,500 P.T.A.'s in 52 branches, which include all states in the Union, the District of Columbia Congress, and the European Congress of American Parents and Teachers. It is a record to be proud of. It is a record to build on.

The blueprint for the future, presented at the national convention in May 1959, is the forty-four page Action Program booklet, *Strengthening the Home, Source of Our Nation's Greatness*. Looking to past achievements and future tasks, the national president, Mrs. James C. Parker, writes, "With more than six decades of parent-teacher experience to draw on, we welcome our commitment to strengthen America's homes. We look to the future confident that this nation will have the strong homes and human excellence it needs. It will have them, not only to preserve its greatness for ourselves and our children but to help make the world a kindlier home for children everywhere."

In the achievements of 1958–59, parent-teacher workers laid a strong, sound foundation for future accomplishments.

About Rearing Children: Tune in, December 16

▶ A CBS program of special interest to P.T.A. members will be "You Can't Raise Children by the Book" (one of the *Woman* series), to be telecast December 16. Watch for an announcement of the hour in your newspapers. New Haven, Connecticut, was chosen for the locale of this telecast in order to draw upon area facilities, which include the Gesell Institute of Child Development, Yale's Senn Clinic for Child Study, and, very possibly, local P.T.A.'s.

P.T.A. BULLETIN BOARD

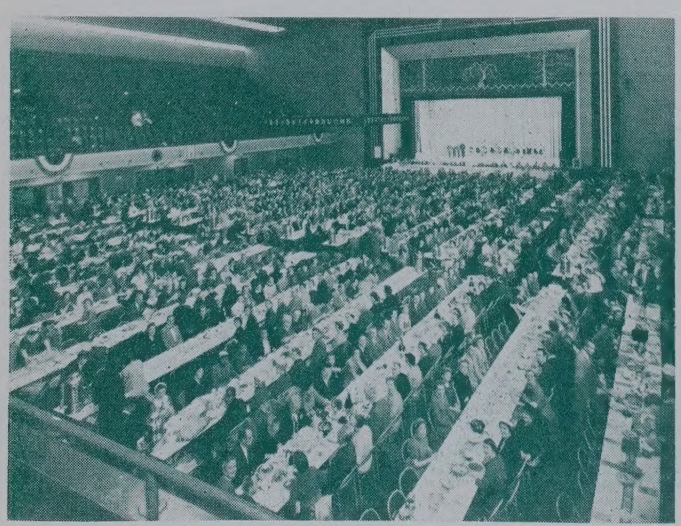
BRIEF ITEMS OF CURRENT INTEREST

FOR AND ABOUT P.T.A.'S
AND THEIR FOUNDERS DAY ACTIVITIES

- **FOUNDERS DAY** was chosen by the West Springfield Council in Massachusetts as a most appropriate time to show its appreciation for West Springfield's 227 teachers. Principals, supervisors, the superintendent, and the president of the teachers association were accorded honors at the evening meeting. They also were given blue and gold corsages or boutonnieres and P.T.A. Objects bookmarks, as were all the other teachers the next day at special school assemblies. Twenty-nine teachers who had each taught in the community for more than twenty-five years were given special recognition.

- **"MISTER FACTS,"** a skit that appeared in the 1956 *Founders Day* booklet, was presented by a group of teenagers at the Founders Day meeting of the Drexel P.T.A. in Cicero, Illinois.

- **EACH YEAR ON FOUNDERS DAY** the Grand Rapids (Michigan) Council holds a winter picnic, with members from every P.T.A. in the city coming together for potluck dinners and an evening of fellowship. Last year's enthusiastic crowd of 1,700, which included the mayor, members of the board of education, and other officials, heard Dr. Andrew D. Holt of the University of Tennessee speak on "The Most Important Person in the World." Also on the program were presentations of scholarships to prospective teachers and of P.T.A. Founders Day gifts to the state congress.



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• Filling the spacious Civic Auditorium to capacity, Grand Rapids men and women gather at a Founders Day "picnic" to dedicate themselves anew to parent-teacher ideals and aims.

- **A FOUNDERS DAY NEWSLETTER,** distributed to all members of the Junior High P.T.A. (Fremont, Nebraska), explained the importance of (1) the Founders; (2) National Congress achievements; (3) the P.T.A. and its accomplishments; and (4) the Founders Day gift. A list of past P.T.A. presidents reflected the unit's appreciation for services they had liberally given through the years.

- **AT ITS FOUNDERS DAY PROGRAM** last year the Dayton P.T.A. (Rockingham County, Virginia) noted that all its presidents since 1932—the organization year—had been men. All but one past president still reside in the community; eleven were introduced at the meeting.

- **A FOUNDERS DAY PANORAMA,** in the form of a radio broadcast, unfolded the Old Ford P.T.A. (Washington, North Carolina) story. Chapters on the local unit's founding, growth, purpose, and achievements highlighted relationships with the state and national congresses.

- **LOOKING TO THE FUTURE,** the Lebanon City and County Councils in Pennsylvania devoted a joint Founders Day meeting to discussion of their mutual aims and how they could cooperate to a greater extent. Individual needs and on-going projects of the units belonging to the councils were outlined by P.T.A. presidents.

- **A PANEL DISCUSSION** at the Founders Day dinner meeting of the Passaic County Council in New Jersey featured "The Relationship of the National Congress and the State Congress to the County and Local P.T.A." Panelists were the state president, a past state president, the president of the county teachers association, a vice-principal, and the council president.

- **FINDING BABY SITTERS** was no problem for parents who wanted to attend the Founders Day meeting of the Central, East, and West P.T.A.'s in Athens, Ohio. They just brought the children along, and the youngsters were entertained with a story hour while Mother and Father enjoyed the Founders Day program.

- **DEDICATED TO** the administration theme, "Strengthening the Home, Source of Our Nation's Greatness," the Founders Day program of the Osgood P.T.A., Idaho Falls, Idaho, featured a discussion of the article "Family Life Education—Are We Passing the Buck?" which appeared in the February 1959 *National Parent-Teacher.* A hobby show gave tangible pictures of how families in the community worked, played, and learned together.

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• Ira Ogden School second graders in San Antonio, Texas, learn about the world community through a Founders Day project: Here, in costume, they present the needs other nations have for P.T.A.'s before 2,000 P.T.A. members at the San Antonio City Council Founders Day observance.

"TEACHERS: PAST, PRESENT, AND FUTURE," the Founders Day program theme of the Cheviot P.T.A. in Cincinnati, Ohio, was developed by (1) a former teacher, who pictured earlier days in the school; (2) a first-grade teacher, who expressed the "Satisfactions of Teaching"; and (3) two teachers-to-be, who shared their career aspirations.

A QUESTION-AND-ANSWER DIALOGUE, presented by the president and another member of the Ashton P.T.A. (Cumberland, Rhode Island), served as a Founders Day method for promoting a better understanding of P.T.A. principles and objectives.

A REPLICA of an old-fashioned well was used to collect Founders Day gifts at the meeting of the Spring City P.T.A., Tennessee. Members' "fortunes," drawn as they placed their gifts in the well, forecast the good they could expect from their gift-giving—for example, in educational attainments for the school and in P.T.A. accomplishments in the years to come.

IN A SURPRISE "court" action at the Founders Day observation of the Frank A. Homan P.T.A. (Fresno, California), the school principal, found "guilty of charges of good deeds," was presented an Honorary National Life Membership from the unit. Witnesses for the prosecution included the principal's family, a student, a teacher, and neighbors and friends.

A "QUESTION BOX" PANEL answered members' questions about the school system at the Founders Day program of the Buckland P.T.A., Manchester, Connecticut. On the panel were a member of the school superintendent's staff, a member of the board of education, and a teacher.

THE PARENT-TEACHER MOVEMENT from its conception to the present day was the subject of a mock radio program, "You Are There," at the Founders Day meeting of the Leila Ellis P.T.A., Valdosta, Georgia. Several fathers served as commentators. Objects bookmarks were given to school board members and past P.T.A. presidents.

• **EXHIBITS** shown at the P.T.A. Founders Day meeting in South Pittsburg, Tennessee, were prepared by standing committees to give members and visitors a picture of the unit's program. Displays focused interest on such parent-teacher areas as parent education, membership, health, Congress publications, legislation, and the exceptional child. Included, too, was new eye-testing equipment (loaned by a local service club) that P.T.A. members had helped to operate.

• **IN HONOR OF THE FOUNDERS** the Lovenberg Junior High School P.T.A. (Galveston, Texas) designated February as Beautification Month, and then helped to plant trees and to improve the appearance of the schoolgrounds.

• **WITH "A TRIBUTE TO TEACHERS—OUR FUTURE"** as its theme, the Founders Day program of the Los Angeles Tenth District invited P.T.A. members to look ahead with today's teacher and to consider the importance of P.T.A. participation in the state congress scholarship program. The speaker was a winner of one of the California Congress' special education fellowships.

• **THE FOUNDERS DAY MEETING** of the Donelson (Nashville, Tennessee) High School P.T.A. put emphasis on past efforts and future plans with a pageant, "Today's Youth—Tomorrow's Leaders." The theme was projected by a cast of P.T.A. members, who personified a mother, a father, a teacher, the school, the community, the church, the Founders, and the various levels of the parent-teacher organization.

• **FATHERS PUT ON** an entertaining skit, "What P.T.A. Means to Me," at the Founders Day meeting of the Parkview P.T.A. in Lamar, Colorado. Proof of fathers' drawing power: Some 125 persons attended, whereas the assembly at the previous year's Founders Day gathering totaled only 13.

• **"VISION FOR ACHIEVEMENT"** was the title of a Founders Day radio program presented over five Iowa stations by the Iowa Congress. Sharing the air waves in a panel presentation were the state president and the Founders Day and press chairmen.

• **"P.T.A. VALUES"** pointed up by a panel at the Jackson P.T.A. (Duluth, Minnesota) Founders Day meeting were "The Meaning of Founders Day and the Objects," "Membership—Why *You* Are Needed in the P.T.A.," "How Conferences and Conventions Help Our Unit," "Program Values and How We Spend P.T.A. Money," "Our Committees and What They Do," and "The Teacher's Role in the P.T.A."

▶ ONE OF THE RESOLUTIONS adopted at the 1959 convention of the Department of Classroom Teachers of the National Education Association is on "Lay Participation," which follows:

"The Department is aware of and gives special recognition to the contributions being made by boards of education, parent-teacher associations, and other groups interested in strengthening the total educational program. It commends the National School Boards Association and the National Congress of Parents and Teachers for their leadership in this area. The Department offers these groups its cooperation in evaluating educational objectives and in long-range planning for the improvement of public schools but affirms that the adaptation of these objectives to the specific instructional program is the responsibility of the professionally trained educator."

The NEW March of Dimes January 1960

A RECENT *Leader's Alert*, published by The National Foundation, gives seven reasons why the *New* March of Dimes needs vigorous support. Here, adapted for brevity, are some of the facts:

1. The National Foundation is making a strategic assault on birth defects, arthritis, and polio—crippling diseases that affect one in four American families—through programs of research, medical care, and professional training for health service.

2. Prevention of crippling disease is promised by basic research on newly discovered viruses, on living cells, and on heredity. Some National Foundation grants now support (a) studies on the relation of virus infections in pregnancy to congenital malformations; (b) studies of the rheumatoid factor found in arthritis patients; (c) field testing and evaluation of the Sabin live-virus vaccine, developed with March of Dimes support; and (d) four model arthritis evaluation and demonstration centers to conduct clinical research, serve as teaching centers, and initiate exemplary medical care programs.

3. Each year one in every sixteen babies is born with a significant malformation. The National Foundation seeks to change public attitudes toward such conditions and to offer answers to the problem.

4. With increased support from the March of Dimes, county chapters of The National Foundation can provide assistance for children under nineteen who suffer from crippling birth defects and arthritis. A "door count" on the problems involved will be made by "marching mothers" in January.

5. Polio crippled thousands and cost millions of March-of-Dimes dollars in 1959. Despite availability of the Salk vaccine, more than 109 million Americans have not had the full series of immunizing shots! At present the Salk vaccine is the only available protection against paralytic polio.

6. Training of skilled personnel to care for the disabled is the aim of The National Foundation's professional education program. This year the first 515 four-year annual college health scholarships were offered to stimulate young people to train for key health professions. These first-year scholarship winners are found in every state in the nation.

7. Public determination to prevent crippling diseases can be reflected in generous support for the New March of Dimes. Organization leaders, through health education forums and by encouraging increases in voluntary gifts, can help to speed this urgent health program.

● For detailed information on this program, write to The National Foundation, 800 Second Avenue, New York 17, New York.

National Parent-Teacher AWARDS TO STATE CONGRESSES

● The board of directors of The National Parent-Teacher has announced the 1959–60 plan of awards to state congresses for promotion of the *National Parent-Teacher:*

Awards will be made on the basis of subscriptions received from April 1, 1959, through March 31, 1960. To qualify for an award a state congress must show an increase in subscriptions over the previous year.

Any state congress that meets one or more of the following requirements *in its membership classification* (see "Classification of States" below) will receive an award, to be determined by the board of directors of The National Parent-Teacher. The awards will be announced at the 1960 national convention.

1. **Greatest numerical gain in subscriptions over the previous year**
2. **Greatest per cent of gain**
3. **Greatest number of subscriptions**
4. **Greatest per cent of membership subscribing**

SPECIAL AWARD

● A special award will be given to the state in *each* of the *five membership classifications* that has the most study groups using the *National Parent-Teacher* magazine. A study group that can be included in a state's total number of groups is defined as one in which each member is a magazine subscriber. Any state seeking this special award must present a full description of how study group projects carried out the Action Program, "Strengthening the Home, Source of Our Nation's Greatness."

CLASSIFICATION OF STATES

● As a basis for all the awards, states will be divided into five groups according to P.T.A. membership as of April 15, 1959:

Over 400,000: California, Illinois, New Jersey, New York, Ohio, Pennsylvania, Texas.

250,000 to 400,000: Florida, Georgia, Indiana, Michigan, Minnesota, North Carolina, Tennessee, Virginia.

150,000 to 250,000: Alabama, Colorado, Connecticut, Iowa, Kansas, Kentucky, Maryland, Missouri, Oklahoma, Washington.

50,000 to 150,000: Arizona, Arkansas, Hawaii, Idaho, Louisiana, Massachusetts, Mississippi, Nebraska, Oregon, Rhode Island, South Carolina, Utah, West Virginia, Wisconsin.

Less than 50,000: Alaska, Delaware, District of Columbia, European Congress, Maine, Montana, Nevada, New Hampshire, New Mexico, North Dakota, South Dakota, Vermont, Wyoming.

√ CHECK YOUR CALENDAR

World Refugee Year, continuing from July 1, 1959, to June 30, 1960. To find out more about this program, which focuses interest on international refugee problems and their implications for United States citizens, write to the United States Committee for Refugees, 11 West Forty-second Street, New York 36, New York.

Human Rights Day, December 10, the anniversary of the adoption of the Universal Declaration of Human Rights. Information and aid for human rights programs are available to P.T.A.'s from the U.S. National Commission for UNESCO, Washington 25, D. C.

Founders Day 1960, February 17.

1960 National Congress Convention, May 22–25, Philadelphia, Pennsylvania.

Our Membership Goal: More than 12,000,000 Memberships by April 15, 1960